

## Examples of Targeted Assistance Advantages and Strategies

The following advantages and strategies provide examples for schools to consider in improving and expanding Title I Targeted Assistance programs.

### Title I Elementary School Program can:

- Establish an intensive, year-long staff development plan for Title I teachers and regular classroom teachers who routinely work with Title I students on effective interventions for improving achievement in reading and mathematics.
- Enhance and expand supplementary Title I services in reading and mathematics to serve all eligible students in all grades.

### Title I Middle/High School Program can:

- Support identified students with reading and mathematics across the content areas.
- Provide interventions for students through use of strategies such as tutoring, achievement academies, study skills courses, and the purchase of high interest, leveled supplementary materials.

### Title I After-School Program can:

- Assist identified Title I students with academics and/or homework.
- Connect identified Title I students with instructional opportunities in a different school setting and with different highly qualified teacher(s).

### Title I Summer School Program can:

- Extend learning time for eligible Title I students.
- Provide more intense and focused instructional support to Title I students.

## Strategies to enhance a Targeted Assistance Program

### In the classroom:

- Provide additional instructional time to identified Title I students;
- Enhance current supplemental programs being offered by serving more eligible students;
- Employ additional highly qualified Title I teachers to provide supplemental instruction;
- Employ additional highly qualified Title I paraprofessional staff to provide supplemental instruction; and
- Expand on-going learning opportunities for staff working directly with identified Title I students.

*Ideas from Title I, Part A Targeted Assistance Program Resource, WI DPI*  
[http://dpi.wi.gov/titleone/pdf/targ\\_assist\\_chart.pdf](http://dpi.wi.gov/titleone/pdf/targ_assist_chart.pdf)

### For More Information:

For more information on these ideas and more, check the DPI Title I website and contact the Title I consultant for your district: <http://dpi.wi.gov/titleone.aspx/t1consultants.aspx>

**Targeted Assistance Program Resources**  
Wisconsin Department of Public Instruction Title I  
<http://dpi.wi.gov/titleone/index.html>

Policy Guidance for Title I Part A: Improving Basic Programs Operated by Local Educational Agencies, Targeted Assistance Schools  
[www2.ed.gov/legislation/ESEA/Title\\_I/target.html](http://www2.ed.gov/legislation/ESEA/Title_I/target.html)

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## The Title I Targeted Assistance Program

Wisconsin Department of Public Instruction  
Tony Evers, PhD, State Superintendent





**Targeted Assistance Programs use effective, research-based instructional strategies that:**

- Give primary consideration to providing extended learning time, such as an extended school year, before-and after-school programs, and summer opportunities.
- Provide students exposure to an accelerated high-quality curriculum.
- Minimize removing children from the regular classroom during the school day for Title I instruction.
- Ensure Title I, Part A funds are spent on activities and services for eligible participating children.



## Title I at work for you!

Title I Targeted Assistance is a method of delivering supplementary Title I services to a specific population of students who were identified as failing, or furthest from meeting the state's challenging content and performance standards. The goal of a Targeted Assistance program is to improve teaching to better support the learning of the participating students and enable them to meet the state's standards.

Students in a Targeted Assistance program must be identified and served, on a priority basis, based on multiple, objective, and educationally-related criteria.

## Guidance for Targeted Assistance Programs

The key components in the Targeted Assistance program include coordination of students' educational programs and utilization of effective strategies for improving student achievement that are supplemental to the core educational programs.

### **Title I Targeted Assistance program's components must:**

- Use Title I resources to help participating children meet the state's challenging student performance standards expected for all children.
- Be based on effective means for assessing student learning, monitoring progress, and improving achievement.
- Ensure that planning for participating students is incorporated into existing school planning.
- Provide instruction by "highly qualified" teachers.
- Strengthen coordination of the Title I and regular education programs.

Criteria must also be generated in order to determine when a student can exit the Title I program.

Title I supplemental services can be delivered in a number of ways to eligible students, i.e., in-class instruction; pull-out instruction; and/or extended day, week, or year instruction.

Title I staff must be highly qualified and are responsible for providing supplemental services to identified students. Title I staff must coordinate with other school personnel and involve parents in the planning, implementation, and evaluation of the Title I program.

- Provide opportunities for professional development for teachers, principals, and paraprofessionals, including, pupil services personnel, parents, and other staff working with participating children.
- Provide strategies to increase parental involvement, such as family literacy services for the parents of participating children.



## Supporting Parental Education and Involvement

### **The school will:**

1. Use a variety of communication strategies to provide additional information to parents.
2. Hold parent meetings, conferences, and activities regularly throughout the year to increase parental involvement.
3. Provide information to parents about volunteer opportunities.
4. Work with parents to create a School-Parent-Student Compact, a plan for how parents, staff, and students share the responsibility for improved student academic achievement.
5. Provide an opportunity for parents to engage in decision-making processes regarding the school's Title I, Part A program.
6. Engage parents in an evaluation of parental involvement efforts.

*Ideas from A Toolkit for Parents <http://www.sedl.org/connections/toolkit/> from the U.S. Department of Education.*